DOCUMENT RESUME

ED 471 006 CS 511 504

AUTHOR	Block, Cheryl
TITLE	Think Analogies: Learning To Connect Words & Relationships. Level B, Book 1 [Grades 6-8].
ISBN	ISBN-0-89455-792-0
PUB DATE	2001-00-00
NOTE	67p.; For Level A, Book 1, see CS 511 503.
AVAILABLE FROM	Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950 (Product no. 8906, $12.99). Tel: 800-458-4849 (Toll Free); Fax: 831-393-3277; Web site: http://www.criticalthinking.com.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Analogy; Learning Activities; Middle Schools; *Reading Comprehension; *Reading Instruction; *Vocabulary Development

ABSTRACT

Noting that students who learn strategies to make and complete analogies benefit in many ways, the introduction to this workbook for grades six through eight defines analogies as comparisons between seemingly unrelated items. It notes that comparing an unfamiliar item to an item that is more familiar increases understanding. In addition, the introduction notes that the key to analogies is the relationship between word pairs, and as a result, students must learn to find similarities between the two pairs. After the introduction, the lessons include exercises on: finding common attributes; finding the exception; seeing relationships; making word pairs; classifying word pairs; what is an analogy; clues to reading analogies; classifying analogies; classification analogies; comparative analogies; descriptive analogies; completing analogies; recognizing correct analogies; complete the analogy pair; writing analogies; make the analogy; and game directions. Includes an answer key. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THINK ANALOGIES

LEVEL B
BOOK 1

LEARNING TO CONNECT WORDS & RELATIONSHIPS

ED 471 006

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

island is to ocean

silk is to worm

AS

down is to goose

- Kind of
- Part of
- Something used to
- Someone who
- Product of
- Association
- Characteristic
- Antonyms
- Synonyms
- Sequence

smooth is to glass

AS

flower is to garden

AS

AS

oasis is to desert

rough is to sandpaper

tree is to grove

BEST COPY AVAILABLE

CHERYL BLOCK

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY
L. Lockwood
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

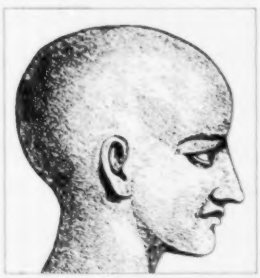
CS 511 504

LEVEL B, BOOK 1

THINK ANALOGIES

LEARNING TO CONNECT WORDS & RELATIONSHIPS

Cheryl Block



© 2001
CRITICAL THINKING BOOKS & SOFTWARE
www.criticalthinking.com
P.O. Box 448 • Pacific Grove • CA 93950-0448
Phone 800-458-4849 • FAX 831-393-3277
ISBN 0-89455-792-0
Printed in the United States of America
Reproduction rights granted for single-classroom use only.

This book is dedicated to my two wonderful children,
Lisa and Brian, both of whom are aspiring teachers.
You are my joy and inspiration.

4

© 2001 Critical Thinking Books & Software • 800-458-4849 • www.criticalthinking.com

Table of Contents

Introduction iii

Finding Common Attributes 1

Finding the Exception 2

Lesson: Seeing Relationships 3

Making Word Pairs 4

Lesson: Classifying Word Pairs 5

Lesson: What Is an Analogy? 6

Lesson: Clues to Reading Analogies 7

Reading Analogies 8

Lesson: Classifying Analogies 9

Lesson: Classification Analogies 10

Classificaton Analogies—Select 12

Lesson: Comparative Analogies 13

Comparative Analogies—Select 14

Classifying Analogies 15

Lesson: Descriptive Analogies 18

Descriptive Analogies—Select 20

Classifying Analogies 22

Lesson: Completing Analogies 27

Recognizing Correct Analogies 28

Complete the Analogy—Select 29

Complete the Analogy Pair 34

Lesson: Writing Analogies 40

Complete the Analogy—Select 41

Complete the Analogy—Supply 43

Make the Analogy 47

Game Directions 50

Answer Key 52

© 2001 Critical Thinking Books & Software • 800-458-4849 • www.criticalthinking.com

Introduction

Students who learn strategies to make and complete analogies benefit in many ways. Students sharpen their reasoning skills as they analyze the subtleties of language and relationship presented in analogies. Analogies are useful tools for developing students' grasp of concepts and ideas in content areas. As students learn to understand simple word analogies, they move towards understanding more complex analogous relationships presented in literature, science, and history. Analogies are also a key component of many assessment and ability tests.

Analogies make comparisons between seemingly unrelated items. Comparing an unfamiliar item to an item that is more familiar increases understanding. The similarity between the items is based on the relationship being compared, not the items themselves. For instance, a suction cup is a good analogy for the tube feet on a starfish. Initially it is easier for students to find similarities between related items. Gradually, however, you want to move students towards looking for similarities between unrelated items.

Students analyze relationships between the items being compared. In the example below, the student must look at parts of the human body and determine how these parts relate to one another.

Example: mouth is to eat AS

a. acid : stomach
b. stomach : liver
c. teeth : chew
d. tongue : mouth

Students must first recognize the relationship of "mouth" to "eat." A mouth is a part of the body that is *used to* eat. Next they look at the relationships in the choices given. In choice **a**, acid is a *product of* the stomach. This is not the same kind of relationship. (A similar relationship would be that the stomach is used to digest.) In choice **b**, the stomach and the liver are both *kinds of* organs. In choice **d**, the tongue is *part of* the mouth. Only choice **c** has the same kind of relationship: teeth are *used to* chew.

The key to analogies is the relationship between the word pairs. Students must learn to find similarities between the two pairs. Initially, it is easier for students to do so with items that are related. Gradually, however, students should look for similarities between items that seem to be unrelated.

Example: bark is to tree AS

a. leaf is to branch
b. door is to house
c. skin is to human
d. acorn is to oak

Many students would select **a**. Bark is part of a tree, and a leaf is part of a branch. However, a tree is a general category of plant; a branch is part of a tree. The relationship between a leaf and a branch is different from the relationship between bark and a tree. The other relationship that is similar to this is choice **c**. Bark is the outer surface of a tree that protects it. Our skin is also an outer surface that protects us. What makes these items analogous is the relationship they share.

Activities develop sequentiall,y with one skill building upon another. Students begin by classifying words with a common attribute and finding exceptions. They then form pairs of related items. Next they identify the types of analogous relationships. They practice classifying different kinds of analogies and selecting words and word pairs to complete them. Finally, they create analogies.

© 2001 Critical Thinking Books & Software • 800-458-4849 • www.criticalthinking.com

Finding Common Attributes

What does each group of things have in common?

1. bottle, jar, box, bin _____
2. mirror, bottle, window, spectacles _____
3. web, fishnet, lace, basket _____
4. plate, tire, coin, CD _____
5. sandpaper, burlap, bark, concrete _____
6. snow, cloud, foam, baby powder _____
7. fog, steam, smoke, cloud _____
8. cork, feather, leaf, apple _____
9. perfume, flower, vanilla, lavender _____
10. tape, staple, pin, rubber band _____
11. fur, feather, skin, scales _____
12. artichoke, cactus, rose, porcupine _____
13. river, tree, college, science _____
14. diatom, cell, bacteria, plankton _____
15. idiom, metaphor, simile, hyperbole _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Finding the Exception

Circle the word in each group that doesn't belong. Explain why.

1. tongs, sieve, wrench, spatula, spoon — All cooking tools, except the wrench.
2. silk, cotton, leather, vinyl, wool _____
3. seam, hem, margin, sleeve, lining _____
4. alligator, frog, lizard, shark, turtle _____
5. gallon, pint, pound, quart, liter _____
6. ivy, wisteria, grape, squash, potato _____
7. heron, robin, owl, ostrich, pelican _____
8. rhombus, square, sphere, octagon, circle _____
9. weasel, cougar, deer, rat, bear _____
10. pink, magenta, crimson, ochre, scarlet _____
11. verb, noun, prefix, adverb, pronoun _____
12. arm, hand, heart, leg, foot _____
13. book, journal, letter, photo, recipe _____
14. coupe, sedan, catamaran, hardtop, compact _____
15. lemon, orange, pear, lime, grapefruit _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Seeing Relationships

Analogies are based on relationships between word pairs. There is often more than one way to build a relationship between pairs of words. Using the following group of words, look at the different ways these words can be related.

fish, fin, fly, worm, swim, wing, bird

1. Look at the first example below. In the first pair of words, *swim* is the action that a fish does. What is the action that a bird does?

   fish/swim bird/_____

   In each pair, the first item is followed by its action.

2. Look at the next example. In this example, a fin is part of a fish. What is a wing part of?

   fin/fish wing/_____

   In each pair, the first item is part of the second item.

3. Complete the last example. How is *fin* related to *swim*? What word above relates to *wing* in the same way?

   fin/swim wing/_____

   In the example above, the first item is something used to do the second item.

Remember that words can have more than one meaning. What is the relationship below if *fly* is a noun? Fill in the missing word and explain the relationship.

fish/fly bird/_____

Explain: _____

_____

© 2001 Critical Thinking Books,& Software • www.criticalthinking.com • 800-458-4849

Making Word Pairs

DIRECTIONS: What are some possible word pairs you could make using the words in each group? The words should be related in some way.

oak, tree, leaf, deer

Example: oak/tree: an oak is a kind of tree; leaf/tree: a leaf is a part of a tree (or an oak); deer/leaf: a deer eats a leaf

1. arm, ball, throw, boy

_____

_____

2. wall, fence, board, wood

_____

_____

3. fish, school, boy, swim

_____

_____

4. flag, wave, sea, ship

_____

_____

5. cover, lid, quilt, blanket

_____

_____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Word Pairs

How would you classify these two pairs of words?

1. pore/skin 2. stoma/leaf

First decide how each pair of words is related.

In each pair, the first item is *a part of* the second item.

Now describe the relationship.

A pore is an opening in the human skin through which the body releases moisture, or sweat. A stoma is an opening in the surface of a leaf through which the plant releases water and oxygen.

Classify the following word pairs. Describe how each pair of words is related.

1. lion/pride, horse/herd

_____

_____

_____

2. beetle/insect, crab/crustacean

_____

_____

_____

3. wool/sheep, leather/cattle

_____

_____

_____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

What Is an Analogy

An analogy is a comparison between two word pairs. The key to understanding analogies is to focus on the relationship between the word pairs. For example,

guppy is to fish AS hawk is to bird

In each pair of the analogy, the first animal is a specific kind of the second. A guppy is a kind of fish, and a hawk is a kind of bird.

The relationship between the two pairs should be clear, even if the words seem unrelated. Look at the next example.

feather is to bird AS fiberglass is to house

Feathers insulate a bird; fiberglass insulates a house. Both help to provide warmth.

There should be a reason for the relationship. Don't make up a relationship that isn't really necessary. For example:

rope is to tow AS hair is to pull

You use a rope to tow something, like an animal or a boat. When you tow something, you pull it. You can pull hair, but that isn't something that needs to be done to hair. You don't usually use hair to tow something. What is another item that is used for pulling?

rope is to tow AS leash is to lead

A leash is used to lead, or pull, an animal.

12

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Clues to Reading Analogies

1. Analogies can be written in words or in symbols. The dots replace the words.

hawk is to bird AS guppy is to fish

hawk : bird :: guppy : fish

Both of these analogies read: A hawk *is related to* a bird *in the same way as* a guppy *is related to* a fish.

2. The order of the words may vary. The most common arrangement of words in an analogy is word 1 is related to word 2 as word 3 is related to word 4.

hawk is to bird AS guppy is to fish
1 is to 2 AS 3 is to 4

The analogy reads: A hawk is a kind of bird as a guppy is a kind of fish.

However, the same analogy can also be arranged in a 1 is to 3 as 2 is to 4 order.

hawk is to guppy AS bird is to fish

The analogy still reads: A hawk is a kind of bird, and a guppy is a kind of fish.

3. When reading an analogy, look at the parts of speech used in each word pair. The types of words used give you a clue as to the type of relationship shown. In an analogy with a *kind of* relationship, the words are all nouns.

pear is to fruit AS squash is to vegetable

In an object/action analogy, the first word is a noun, the object, and the second word is a verb, the action.

bird is to chirp AS dog is to bark

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Reading Analogies

Look at the arrangement of words in each analogy below. Write what the analogy says.

EXAMPLE: scissors is to cut AS pen is to write

Scissors is an object used to cut, just as a pen is an object used to write.

1. bristle is to brush AS tooth is to comb

2. veterinarian is to animals AS physician is to people

3. rabbit is to wolf AS herbivore is to carnivore

4. narrow is to wide AS crevice is to crevasse

5. inflate is to expand AS deflate is to shrink

14

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

Analogies are classified by the type of relationship shown between the word pairs. What relationship is shown in the analogy below?

teacher *is to* **faculty** AS **principal** *is to* **administration**

A teacher is *part of* a faculty, and a principal is *part of* the administration. Both are parts of groups in the field of education. This analogy would be classified as a *part-whole* relationship.

How would you classify the next analogy? Look carefully at the relationship between each pair of words.

Dalmatian : leopard : : zebra : tiger

Dalmatian and leopard are both *kinds of* animals. A Dalmatian and leopard also both have spotted skin. A zebra and a tiger are both *kinds of* animals. A zebra and a tiger also both have striped skin. You would classify this relationship as a *kind of* relationship. In this case, the first pair is *kinds of animals with spots*, and the second pair is *kinds of animals with stripes*. If you replaced the word *tiger* with the word *lion*, would the analogy work as well?

Classify the next two analogies according to the following categories: *part of*, *kind of*, *synonym*, or *antonym*. Explain the relationship.

uncle *is to* **aunt** AS **nephew** *is to* **niece**

1. _____

_____

pedestal *is to* **statue** AS **tripod** *is to* **camera**

2. _____

_____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classification Analogies

Kind of

1. In each pair, the first item is a specific kind of the second item. Both words in each pair are nouns.

worm *is to* parasite AS human *is to* host

A worm is a kind of parasite, and a human is a kind of host.

2. The first two items are the same kind of thing, and the second two items are the same kind of thing. Both words in each pair are nouns.

lizard *is to* snake AS camel *is to* moose

A lizard and a snake are *both reptiles*. A camel and a moose are *both mammals*.

Part-Whole

1. In each pair, the first item is a part of a whole thing, the second item. Both words in each pair are nouns.

cockpit *is to* plane AS bridge *is to* ship

A cockpit is the part of the plane where the pilot flies. The bridge is the part of the ship where the captain guides the ship and directs the crew.

2. In each pair, the first item belongs to a group of things, the second item. Both words in each pair are nouns.

athlete *is to* team AS spectator *is to* audience

An athlete can be part of a group of players on a team. A spectator is part of a group of spectators in an audience.

Product of

1. The first item is a product of the second item, which is a source. Both words in each pair are nouns.

 © 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

glass *is to* **sand** AS **steel** *is to* **iron**

Glass is a product of sand, and steel is a product of iron.

2. The first item is a product of a process, the second item. Both words in each pair are nouns.

nitrogen *is to* **decomposition** AS **oxygen** *is to* **photosynthesis**

Nitrogen is produced in the decomposition process of plants and animals. Oxygen is produced in the process of photosynthesis in plants.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classification Analogies—Select

DIRECTIONS: Classify the following analogies as

a) part of b) kind of c) product of

1. book is to library AS food is to market _____
2. skirt is to blouse AS pants is to jacket _____
3. blood is to vein AS marrow is to bone _____
4. pouch is to kangaroo AS hump is to camel _____
5. butter is to churning AS yogurt is to curdling _____
6. den is to lair AS aerie is to nest _____
7. down is to goose AS silk is to worm _____
8. tea is to leaf AS coffee is to bean _____
9. water is to lake AS sand is to desert _____
10. heat is to combustion AS rust is to oxidation _____
11. oyster is to bivalve AS snail is to univalve _____
12. blowhole is to whale AS gill is to fish _____
13. scallion is to onion AS zucchini is to squash _____
14. ladybug is to beetle AS monarch is to butterfly _____
15. butter is to cream AS cake is to batter _____

18

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Comparative Analogies

Synonyms

In each pair, the first word means the same as the second word.

satchel *is to* bag AS crate *is to* box

Satchel is another word, or synonym, for *bag*. The words *crate* and *box* are synonyms. All four items are kinds of containers.

Antonyms

In each pair, the first word means the opposite of the second word.

convex *is to* concave AS outward *is to* inward

Convex means curved outward; *concave* means curved inward.

Sequences

1. In each pair of items, there is a progression in time, order, or rank from the first item to the second. Usually, both words in each pair are nouns. The following analogy is arranged in order of time.

evening *is to* night AS Sunday *is to* Monday

Evening comes before night, and Sunday comes before Monday. In the next example, each pair is arranged in order of size.

guppy *is to* trout AS tuna *is to* shark

A guppy is smaller than a trout, and a tuna is smaller than a shark. Also, all four words are arranged in order from smallest to largest.

2. Each pair of items shows steps in a process. All words are verbs.

cook *is to* eat AS write *is to* mail

You cook the food before you eat it; you write the letter before you mail it.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Comparative Analogies—Select

DIRECTIONS: Classify the following analogies as

a) antonyms b) synonyms c) sequence

1. core is to crust AS inner is to outer _____
2. inspect is to examine AS study is to explore _____
3. egg is to larva AS pupa is to butterfly _____
4. bold is to timid AS fearless is to afraid _____
5. march is to tramp AS tread is to walk _____
6. rich is to poor AS wealthy is to needy _____
7. rare is to medium AS well-done is to burnt _____
8. parasite is to host AS predator is to prey _____
9. glory is to fame AS honor is to renown _____
10. dirty is to clean AS filthy is to immaculate _____
11. roam is to wander AS stray is to ramble _____
12. inch is to foot AS centimeter is to meter _____
13. active is to lively AS idle is to listless _____
14. mix is to separate AS combine is to divide _____
15. sensible is to foolish AS knowledgeable is to ignorant _____

20

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Choose the correct type of analogy from the box below, and write the letter on the line to the right. State the relationship shown in the analogy.

a. part of	b. sequence	c. product of	d. antonym

1. tree : grove : : flower : bouquet — a
   A tree is part of a grove of trees; a flower is part of a bouquet of flowers.
2. music : piano : : photo : camera — ____
3. skeleton : body : : framework : house — ____
4. small : medium : : petite : average — ____
5. fresh : stale : : crisp : wilted — ____
6. cola : nut : : chocolate : bean — ____
7. tributary : river : : capillary : artery — ____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Choose the correct type of analogy from the box below, and write the letter on the line to the right. State the relationship shown in the analogy.

a. part of	b. kind of	c. antonym	d. synonym

1. plant : producer : : rabbit : consumer ____
2. gather : scatter : : combine : separate ____
3. ice : solid : : water : liquid ____
4. lawyer : attorney : : doctor : physician ____
5. scales : reptile : : hair : mammal ____
6. humid : damp : : arid : dry ____
7. actor : cast : : sailor : crew ____
8. simple : easy : : complex : hard ____
9. freezing : physical : : burning : chemical ____
10. scene : play : : stanza : poem ____
11. authentic : genuine : : counterfeit : fake ____
12. drizzle : downpour : : breeze : gale ____
13. sketch : drawing : : blueprint : diagram ____
14. wheel : bicycle : : tire : automobile ____

22

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. synonym	b. kind of	c. sequence	d. product of

1. infant : toddler : : teen : adult _____
2. steam : geyser : : lava : volcano _____
3. glue : adhesive : : oil : lubricant _____
4. book : author : : song : composer _____
5. penny : nickel : : dime : quarter _____
6. quarrel : dispute : : truce : treaty _____
7. limber : flexible : : stiff : rigid _____
8. windbreaker : jacket : : windsurfer : athlete _____
9. summer : fall : : winter : spring _____
10. spore : fern : : seed : flower _____
11. citadel : fortress : : tower : turret _____
12. dew : liquid : : steam : gas _____
13. abandon : leave : : remain : stay _____
14. saliva : mouth : : bile : liver _____

23

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Descriptive Analogies

Characteristic of

1. The first word is an adjective that describes a quality of the second word.

rough *is to* sandpaper AS smooth *is to* silk

Sandpaper has a rough texture, and silk has a smooth texture.

2. The first word is a noun that describes a characteristic of the second word.

flexibility *is to* muscle AS rigidity *is to* bone

Association

1. The first item is associated with the second in an implied relationship.

island *is to* ocean AS oasis *is to* desert

An island is not part of the ocean but is usually found in the ocean. An oasis is not part of the desert but is usually found in the desert.

desert *is to* Southwest AS plains *is to* Midwest

Desert is usually associated with the southwestern United States. Plains are usually associated with the midwestern United States.

Object-Action

1. The first word is a noun that names an object. The second word is a verb that describes an action of the first.

horse *is to* trot AS snake *is to* slither

A horse trots, and a snake slithers.

Something Used to

1. In each pair, the first item names an object. The second item is a verb that describes how the first item is used.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

bicycle *is to* **ride** AS **car** *is to* **drive**

A bicycle is a vehicle you ride, and a car is a vehicle you drive. This analogy is different from the object-action analogy because a bicycle does not ride itself. Someone has to ride a bicycle.

2. In each pair, the first item names an object. The second item is a noun that describes something with which the object is used.

wrench *is to* **pipes** AS **saw** *is to* **wood**

A wrench is used to tighten or loosen pipes; a saw is used to cut wood.

Someone Who

1. In each pair, the first item names a person, and the second item is a verb that describes what the person does.

chauffeur *is to* **drive** AS **pilot** *is to* **fly**

A chauffeur drives a car; a pilot flies a plane.

2. In each pair, the first word names a person, and the second tells what that person uses in his/her job, or who that person works with.

chauffeur *is to* **limousine** AS **pilot** *is to* **plane**

A chauffeur drives a limousine. A pilot flies a plane.

3. In each pair, the first word names a person, and the second names a person with whom the first person works.

doctor *is to* **patient** AS **lawyer** *is to* **client**

A doctor takes care of a patient; a lawyer takes care of a client.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Descriptive Analogies—Select

DIRECTIONS: Classify the following analogies as

a) used to b) object-action c) characteristic

1. cold is to glacier AS heat is to volcano _____
2. sugar is to dissolve AS flour is to mix _____
3. period is to stop AS comma is to pause _____
4. thin is to thread AS thick is to rope _____
5. horse is to gallop AS gazelle is to leap _____
6. volcano is to erupt AS fault is to split _____
7. siphon is to drain AS funnel is to pour _____
8. flower is to bloom AS seed is to sprout _____
9. period is to sentence AS stoplight is to traffic _____
10. thick is to mud AS thin is to water _____
11. velocity is to speed AS frequency is to sound _____
12. gale is to blow AS cloud is to drift _____
13. motion is to river AS stillness is to pond _____
14. diesel is to truck AS propellant is to rocket _____
15. sweet is to tart AS orange is to lemon _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Descriptive Analogies—Select

DIRECTIONS: Classify the following analogies as

a) someone who b) used to c) association

1. beach is to tropics AS iceberg is to Arctic _____
2. wave is to ocean AS dune is to desert _____
3. prefix is to begin AS suffix is to end _____
4. lawyer is to client AS teacher is to student _____
5. pharmacist is to dispense AS physician is to prescribe _____
6. ledger is to accounts AS calendar is to dates _____
7. compost is to organic AS plastic is to synthetic _____
8. jester is to comedy AS troubadour is to music _____
9. jewels is to wealth AS rags is to poverty _____
10. immigrant is to settle AS migrant is to travel _____
11. inch is to length AS square inch is to area _____
12. radar is to distance AS sonar is to depth _____
13. lecture is to audience AS conversation is to friend _____
14. dictionary is to define AS encyclopedia is to explain _____
15. chef is to cook AS waiter is to serve _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line. Explain the relationship shown in the analogy.

a. used to	b. kind of	c. association	d. synonym

1. grass : producer : : rabbit : consumer _____

2. president : democracy : : king : monarchy _____

3. taffeta : fabric : : taffy : candy _____

4. counterfeit : imitation : : genuine : real _____

5. bridge : river : : overpass : freeway _____

6. mild : gentle : : soft : tender _____

7. oil : liquid : : nitrogen : gas _____

28

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line. State the relationship shown in the analogy.

a. object-action	b. sequence	c. characteristic	d. part of

1. Stone Age : Bronze Age : : Dark Ages : Renaissance _____

_____

2. balloon : float : : bird : fly _____

_____

3. ribs : umbrella : : spokes : wheel _____

_____

4. white : milk : : clear : water _____

_____

5. tentacle : octopus : : tendril : plant _____

_____

6. lung : inflate : : diaphragm : contract _____

_____

7. cartilage : nose : : bone : jaw _____

_____

29

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. someone who	b. kind of	c. sequence	d. product of

1. lawyer : argues : : judge : decides _____
2. pearl : oyster : : mother of pearl : abalone _____
3. kelp : algae : : mushroom : fungi _____
4. book : author : : song : composer _____
5. audition : rehearsal : : preview : performance _____
6. hygienist : dentist : : nurse : doctor _____
7. nectar : flower : : sap : tree _____
8. beetle : insect : : crab : crustacean _____
9. prepare : cook : : serve : dine _____
10. geologist : rock : : botanist : plant _____
11. cow : sheep : : moose : antelope _____
12. journalist : write : : editor : revise _____
13. none : one : : few : many _____
14. junior : senior : : middle school : high school _____

30

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. antonym	b. part of	c. used to	d. product of

1. sawdust : wood : : chaff : wheat _____
2. aunt : family : : native : tribe _____
3. ebb : flow : : recede : proceed _____
4. amber : fossil : : ambergris : whale _____
5. cow : dairy : : hen : hatchery _____
6. eyedropper : medicine : : pipette : chemical _____
7. decibel : loudness : : fathom : depth _____
8. hasty : careful : : reckless : cautious _____
9. axis : wheel : : fulcrum : lever _____
10. brim : hat : : eave : roof _____
11. lighthouse : guide : : buoy : mark _____
12. residue : paint : : remnant : fabric _____
13. uncover : miss : : detect : overlook _____
14. mustard : seed : : ketchup : tomato _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. someone who	b. object-action	c. association	d. characteristic of

1. Venus : love : : Mars : war _____
2. consumer : buy : : merchant : sell _____
3. sticky : honey : : grainy : sugar _____
4. bee : pollinate : : seed : germinate _____
5. food : famine : : water : drought _____
6. carpenter : wood : : blacksmith : metal _____
7. fragrance : flower : : stench : garbage _____
8. soil : erode : : metal : corrode _____
9. white : vanilla : : brown : chocolate _____
10. insect : entomology : : reptile : herpetology _____
11. clippers : cut : : pliers : grip _____
12. critic : review : : journalist : reports _____
13. absorbent : cotton : : repellent : vinyl _____
14. sentry : guard : : courier : deliver _____

32

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Completing Analogies

Choose the best pair of words to complete this analogy.

nitrogen : decomposition : : ____

a.	plant	:	photosynthesize
b.	cellulose	:	paper
c.	oxygen	:	photosynthesis
d.	oxidation	:	rust

1. Each word pair should have the same type of relationship. State the relationship shown in the first word pair.

Nitrogen is a product of the process of decomposition.

2. Each word pair should show a similar relationship. Look at the choices given. Which pairs show a similar relationship?

Choices **a**, **c**, and **d** seem possible. All three include a process. In choice **b**, paper is a product of cellulose. However, cellulose is not a process, it is the part of the plant used to make paper. Also, the order of the words is switched to read *cellulose is a product of paper.* In choice **a**, *photosynthesize* is a process, but it is a verb not a noun. The pair has an object-action relationship that shows what a plant does, rather than what it produces.

3. The arrangement of each word pair should be the same. Look at choices **c** and **d**. Which pair has the same arrangement as the first pair? _____

In choice **d**, rust is a product of the process of oxidation, but the word order is different from the first pair. Therefore, the best choice is **c**. State the relationship shown in choice **c**.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Recognizing Correct Analogies

DIRECTIONS: An analogy compares two word pairs that have the same relationship. If the analogy is correct, classify the relationship using the categories listed. If the analogy is incorrect, classify the relationship shown in the first pair of words and rewrite the second pair of words to match. Categories: *antonym, association, synonym, kind of, object-action, part of, product of, something used to*

1. snake **is to** slither **AS** mouse **is to** rodent

   Object-action: A snake slithers, a mouse scampers (or scurries).

2. straight **is to** direct **AS** crooked **is to** uneven

3. furnace **is to** heat **AS** fan **is to** blow

4. tusk **is to** elephant **AS** deer **is to** antler

5. sonic **is to** sound **AS** optic **is to** vision

6. ascend **is to** descend **AS** fall **is to** rise

34

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Circle the best word to complete each analogy. State the relationship.

EXAMPLE

1. ballerina : dance : : acrobat : _____

   Relationship: A ballerina is someone who dances, and an acrobat is someone who tumbles.

   gymnast
   (tumble)
   circus
   somersault

2. deep : lake : : shallow : _____

   Relationship: _____

   _____

   water
   surface
   ocean
   puddle

3. wallet : money : : backpack : _____

   Relationship: _____

   _____

   satchel
   books
   hike
   zipper

4. bank : river : : wall : _____

   Relationship: _____

   _____

   canyon
   lake
   cascade
   plateau

5. feeler : antenna : : talon : _____

   Relationship: _____

   _____

   insect
   claw
   sharp
   bird

35

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Circle the best word to complete each analogy. (Hint: Some word choices could be used as a noun or a verb.)

1. cartilage : shark :: bone : _____
   rigid / chicken / arm / skeleton

2. waterfall : cascade :: stream : _____
   water / puddle / ocean / river

3. runner : jog :: bicyclist : _____
   pedal / leg / bicycle / race

4. flu : virus :: infection : _____
   illness / cut / cold / bacteria

5. latitude : longitude :: horizontal : _____
   globe / vertical / line / direction

6. senator : legislature :: judge : _____
   client / law / criminal / judiciary

7. mansion : wealth :: shack : _____
   poverty / hut / shame / money

36

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Circle the best word to complete each analogy. (Hint: Some word choices could be used as a noun or a verb.)

1. bird : preen :: cat : _____
   fur / groom / hiss / tiger

2. lung : breathe :: stomach : _____
   food / organ / eat / digest

3. cockpit : plane :: bridge : _____
   river / ship / bicycle / captain

4. perspiration : skin :: transpiration : _____
   leaf / vehicle / water / bacteria

5. inch : foot :: yard : _____
   pound / meter / mile / measure

6. portrait : painting :: bust : _____
   art / broken / sculpture / bronze

7. ice : melt :: water : _____
   fluid / hot / freeze / cold

37

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Circle the best word to complete each analogy. (Hint: Some word choices could be used as a noun or a verb.)

1. obstruct : clear : : clog : _____
   block help shut open

2. sweet : sour : : bland : _____
   food spicy mild taste

3. banana : bunch : : grape : _____
   round green cluster vine

4. geologist : rock : : botanist : _____
   leaf plant water bacteria

5. slam dunk : basketball : : slap shot : _____
   hockey ball football player

6. absorb : sponge : : repel : _____
   water towel umbrella ocean

7. tiny : average : : big : _____
   huge size large little

33

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Circle the best word to complete each analogy. (Hint: Some word choices could be used as a noun or a verb.)

1. mason : brick :: carpenter : _____
   plan
   hammer
   build
   wood

2. pink : red :: grey : _____
   white
   black
   color
   dark

3. farce : slapstick :: parody : _____
   humor
   play
   music
   satire

4. tundra : biome :: pond : _____
   lake
   water
   habitat
   clime

5. thorax : insect :: chest : _____
   trunk
   body
   human
   bug

6. kerosene : solvent :: oil : _____
   cream
   lubricant
   cooking
   engine

7. shade : window :: lid : _____
   cover
   eye
   drape
   man

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1.	initial : intermediate : :	a.	first	:	last
		b.	final	:	last
		c.	middle	:	end
		d.	beginning	:	middle
2.	balloon : rise : :	a.	air	:	inflate
		b.	submarine	:	dive
		c.	ball	:	throw
		d.	rain	:	cloud
3.	monk : monastery : :	a.	priest	:	rabbi
		b.	church	:	parish
		c.	nun	:	convent
		d.	haven	:	retreat
4.	rings : Saturn : :	a.	clouds	:	Venus
		b.	planet	:	Sun
		c.	moon	:	orbit
		d.	Mars	:	red
5.	psychology : mind : :	a.	brain	:	think
		b.	biology	:	science
		c.	neurology	:	brain
		d.	think	:	learn
6.	angora : rabbit : :	a.	leaf	:	plant
		b.	wool	:	weave
		c.	web	:	spider
		d.	mohair	:	goat
7.	macaroni : pasta : :	a.	dough	:	bread
		b.	noodle	:	spaghetti
		c.	basil	:	thyme
		d.	goulash	:	stew

40

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1.	rhinestone : diamond : :	a.	amethyst	:	gem
		b.	small	:	large
		c.	fake	:	real
		d.	rock	:	stone
2.	delicate : fragile : :	a.	web	:	rope
		b.	weak	:	strong
		c.	sturdy	:	strong
		d.	spider	:	web
3.	shingle : roof : :	a.	hall	:	building
		b.	tile	:	floor
		c.	wood	:	metal
		d.	jamb	:	window
4.	hook : crochet : :	a.	hook	:	eye
		b.	knit	:	yarn
		c.	thread	:	stitch
		d.	needle	:	sew
5.	rich : poor : :	a.	wealthy	:	needy
		b.	rich	:	wealthy
		c.	gold	:	jewels
		d.	rags	:	riches
6.	ship : fleet : :	a.	boat	:	dock
		b.	sailor	:	crew
		c.	yacht	:	liner
		d.	rudder	:	boat
7.	schedule : time : :	a.	graph	:	record
		b.	budget	:	money
		c.	clock	:	hour
		d.	train	:	bus

41

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1.	cup : pint : :	a.	gallon	:	liter
		b.	inch	:	meter
		c.	water	:	milk
		d.	ounce	:	pound
2.	marble : limestone : :	a.	igneous	:	rock
		b.	amethyst	:	quartz
		c.	gold	:	silver
		d.	concrete	:	plaster
3.	artifact : museum : :	a.	fossil	:	dinosaur
		b.	body	:	tomb
		c.	painting	:	gallery
		d.	history	:	art
4.	bear : hibernate : :	a.	goose	:	migrate
		b.	feather	:	float
		c.	mole	:	rodent
		d.	egg	:	hatch
5.	amnesia : memory : :	a.	brain	:	thought
		b.	paralysis	:	movement
		c.	recall	:	forget
		d.	analgesic	:	pain
6.	merchant : sell : :	a.	clerk	:	shop
		b.	store	:	order
		c.	customer	:	buy
		d.	supply	:	warehouse
7.	governor : state : :	a.	sailor	:	navy
		b.	mayor	:	city
		c.	senator	:	vote
		d.	judge	:	law

42

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1. wicker : willow : :
   a. cotton : cloth
   b. rattan : palm
   c. silk : satin
   d. wheat : grain

2. circumference : circle : :
   a. square : rectangle
   b. radius : circle
   c. angle : triangle
   d. perimeter : square

3. simile : compare : :
   a. syllable : word
   b. metaphor : idiom
   c. hyperbole : exaggerate
   d. hyphen : separate

4. solar : Sun : :
   a. star : galaxy
   b. moon : Jupiter
   c. lunar : Moon
   d. radar : sub

5. spaniel : dog : :
   a. tabby : cat
   b. cougar : lion
   c. canine : animal
   d. dog : wolf

6. Styrofoam : insulate : :
   a. medicine : vaccine
   b. construct : lumber
   c. quinine : bark
   d. metal : conduct

7. steeple : church : :
   a. bell : tower
   b. turret : castle
   c. pew : seat
   d. chimney : roof

43

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1.	snare : animals : :	a.	web	:	spider
		b.	seine	:	fish
		c.	cage	:	zoo
		d.	kennel	:	dog
2.	hedgehog : land : :	a.	mouse	:	rodent
		b.	urchin	:	ocean
		c.	cactus	:	spine
		d.	bee	:	hive
3.	canal : irrigate : :	a.	pipe	:	plumbing
		b.	lake	:	reservoir
		c.	culvert	:	drain
		d.	dam	:	water
4.	solo : one : :	a.	some	:	many
		b.	trio	:	three
		c.	four	:	five
		d.	quintet	:	quartet
5.	plant : harvest : :	a.	farmer	:	till
		b.	seed	:	grow
		c.	fall	:	autumn
		d.	sow	:	reap
6.	strand : hair : :	a.	blade	:	grass
		b.	seed	:	grow
		c.	wool	:	lamb
		d.	fiber	:	weave
7.	pharaoh : Egypt : :	a.	ruler	:	king
		b.	tsar	:	Russia
		c.	knight	:	England
		d.	Arabia	:	Bedouin

44

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1. fish : aquarium : :	a.	cage	:	lion
	b.	cage	:	zoo
	c.	lizard	:	desert
	d.	snake	:	terrarium
2. nugget : gold : :	a.	wheat	:	grain
	b.	kernel	:	corn
	c.	ore	:	mine
	d.	iron	:	metal
3. fructose : fruit : :	a.	honey	:	sugar
	b.	beet	:	sucrose
	c.	wood	:	tree
	d.	lactose	:	milk
4. soft : hard : :	a.	rock	:	bone
	b.	cotton	:	rock
	c.	cotton	:	fur
	d.	sweet	:	sugary
5. sculptor : bronze : :	a.	poet	:	words
	b.	lute	:	play
	c.	singer	:	choir
	d.	artist	:	painting
6. armor : knight : :	a.	mace	:	weapon
	b.	lid	:	pan
	c.	snail	:	shell
	d.	carapace	:	turtle
7. fertilizer : plant : :	a.	pesticide	:	weed
	b.	seed	:	flower
	c.	vitamins	:	human
	d.	food	:	nutrition

45

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Writing Analogies

When writing analogies, remember these three things:

1. Both word pairs should have the same type of relationship.

   apiary : bees :: aviary : birds

   An apiary is used to house bees. An aviary is used to house birds.

2. The relationship should work in the same way for each pair.

   paper : tree :: papyrus : reed

   Paper is made from a tree. Papyrus is a kind of paper made from a reed.

3. The parts of speech used in each pair should be the same.

   fire : burn :: water : quench

   A fire burns, and water quenches it. Each pair is a noun with a verb.

4. Words in each pair should be in the same order.

   teacher : principal :: clerk : manager

   A teacher is supervised by a principal. A clerk is supervised by a manager.

Choose the best words to complete each analogy. Be sure to put the words in the correct order.

1. minister : church :: _____ : _____

   (rabbi, cathedral, synagogue, congregation, bishop)

2. syllable : word :: _____ : _____

   (prefix, sentence, noun, paragraph, root)

3. stroller : child :: _____ : _____

   (crib, wheelchair, baby, invalid, walker)

46

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. trench : ditch : : _____ : _____

narrow
irrigate
stream
river

2. builder : blueprint : : _____ : _____

pattern
fabric
seamstress
decorator

3. prune : plum : : _____ : _____

grape
apricot
raisin
jam

4. integer : whole : : _____ : _____

fraction
part
numeral
digit

5. escalator : incline : : _____ : _____

transport
lift
elevator
vertical

6. banker : money : : _____ : _____

stocks
taxes
broker
merchant

47

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Select

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. rigid : steel : : _____ : _____

rubber
flexible
metal
copper

2. lard : hog : : _____ : _____

cow
dairy
butter
steer

3. reservoir : water : : _____ : _____

grain
coal
granary
quarry

4. skeleton : body : : _____ : _____

bone
framework
support
house

5. gale : wind : : _____ : _____

sleet
rain
drizzle
downpour

6. pioneer : explorer : : _____ : _____

architect
creative
designer
accountant

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Supply

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. whisper : scream : : _____ : _____

soft
voice
speak
loud

2. harmony : discord : : _____ : _____

peace
solitude
anger
war

3. meadow : pasture : : _____ : _____

park
woods
plain
forest

4. glaze : pottery : : _____ : _____

veneer
plastic
furniture
polish

5. velocity : speed : : _____ : _____

frequency
sound
gravity
weight

6. fawn : doe : : _____ : _____

foal
heifer
horse
mare

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Supply

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. concave : flat : : _____ : _____

hill
plateau
steep
crater

2. house : suburb : : _____ : _____

city
tenement
ranch
rural

3. greeting : letter : : _____ : _____

book
closing
chapter
foreword

4. engine : machine : : _____ : _____

motor
heart
human
generator

5. corral : cattle : : _____ : _____

farm
chicken
kennel
dog

6. realtor : buyer : : _____ : _____

tenant
seller
landlord
lease

50

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Supply

DIRECTIONS: Write the best words to complete each analogy.

1. hump : camel : : _____ : _____

2. linen : flax : : _____ : _____

3. kangaroo : Australia : : _____ : _____

4. plunge : dive : : _____ : _____

5. team : league : : _____ : _____

6. bleach : whiten : : _____ : _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Complete the Analogy—Supply

DIRECTIONS: Write the best words to complete each analogy.

1. tailor : suit : : _____ : _____

2. fast : cheetah : : _____ : _____

3. scour : scrub : : _____ : _____

4. broom : sweep : : _____ : _____

5. cardigan : sweater : : _____ : _____

6. algebra : math : : _____ : _____

52

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Make the Analogy

DIRECTIONS: Using words from the box, make one analogy of each type listed. Use each word only once.

faculty	mustard	professor	tart	office	pepper
pupil	acidic	teacher	clerk	school	learn
tangy	clove	book	class	instruct	condiment
student	cubicle	sour	opinion	spice	library

Kind of

1. _____ : _____ :: _____ : _____

Part of

2. _____ : _____ :: _____ : _____

Antonym

3. _____ : _____ :: _____ : _____

Someone Who

4. _____ : _____ :: _____ : _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Make the Analogy

DIRECTIONS: Make 4 analogies using words in the box. Use each word only once.

shoe	glove	tall	coat	ounce	volume
clutch	quart	small	big	warm	foot
toe	finger	lift	button	pound	kick
hand	inch	raise	weight	short	dry
slicker	pint	boot	lace	gallon	mitten

1. _____ : _____ :: _____ : _____

2. _____ : _____ :: _____ : _____

3. _____ : _____ :: _____ : _____

4. _____ : _____ :: _____ : _____

54

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Make the Analogy

DIRECTIONS: Make 5 analogies using words in the box. Use each word only once.

hot	freeze	chilly	water	humid	unfeeling
sand	Arctic	dry	cold	iris	melt
glacier	desert	tree	flower	warm	affectionate
maple	ice	dune	snow	boil	friendly
arid	orchard	wet	garden	aloof	tropic

1. _____ : _____ :: _____ : _____

2. _____ : _____ :: _____ : _____

3. _____ : _____ :: _____ : _____

4. _____ : _____ :: _____ : _____

5. _____ : _____ :: _____ : _____

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Game Directions

General Setup: Make a set of 80–100 word cards (one word per card) and 2 sets of classification cards using the lists on the next page.

Classification Rummy (for 2 or more players)

Each player takes 8 word cards. The rest of the word cards are placed face down in a pile. The classification cards are placed face down in a second pile. The first player draws 1 card from the classification pile. Using the 8 word cards in his hand, the player tries to make a word pair that matches the relationship shown on the classification card. If the player has a matching pair, he/she lays down the two cards and the classification card face up. If the player can't make a pair, he/she discards 1 word card and draws a new card from the word pile. If the player still can't make a matching word pair, the player places the classification card at the bottom of the pile. The turn is over. The next player takes a new classification card from the pile, and the game continues. The game is over when 1 player runs out of cards or all the classification cards are used. The winner is the player with the most correct word pairs.(Matching pairs for the suggested word list are listed in the answer key. Teacher-developed cards will need a separate answer key.)

OPTION: Let students trade cards. A student can trade for a card he/she needs.

Make An Analogy (for 2 or more players)

Use all 80 word cards. Each player starts with 8 word cards. The rest of the word cards are placed in a pile. The goal is to make as many analogies as possible. If a player cannot make an analogy with the cards he has, he draws a new card from the pile and discards 1 card face up. If he still cannot make an analogy, his turn is over. When a player has an analogy, he lays down the 4 cards and draws 4 new cards. To keep the game moving, players may draw a card from the new word card pile or the discard pile. The game ends when all the cards in the pile are gone or 1 player has used all his cards. The winner is the player with the most (correct) analogies. (Analogies are verified from a list of the analogies possible in the game.)

OPTION: Players must place word pairs on the table as they try to make analogies. Another player may take the word pair if he/she has a word pair that will complete the analogy.

OPTION: Players start with 8 word cards and 3 classification cards each. The goal is to be the first player to complete 3 analogies. Players draw and discard words from the word card pile on each turn. Increase the number of cards used with larger groups. A student can also play alone, trying to make as many matches as possible.

 © 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Suggested Word Lists for Games

Use 3 x 5 blank index cards. Make 2 sets of classification cards, 1 word per card. Make a set of 80 to 100 word cards, 1 word per card. Write the word across the top so the cards can be held like playing cards. Use a minimum of 80 word cards per game. Suggestions for words are listed below. Possible word pairs and analogies that can be made from these cards are listed in the answer key on page 56. You can make your own sets of word cards using reading vocabulary, spelling words, etc. Words with multiple meanings add more variety and challenge. Be sure that you include a sufficient number of possible analogies to keep the game moving.

Classification Cards: Antonyms, Association, Characteristic of, Kind of, Object-Action, Part of a group, Part of a whole, Product of, Sequence, Someone who, Something used to, Synonyms (Make 2 sets of cards)

Suggested Word Cards (80 words)

The following words can be used as a start for the games. Feel free to add more words. Just be sure to include enough analogies.

algae, amber, ancient, archaeologist, armor, author, bird, blueprint, botanist, building, cactus, cat, claw, composer, concerto, contractor, cougar, current, deer, desert, dig, drink, dull, dune, fin, fish, flock, flower, fly, fossil, fragrant, gladiator, glass, golfer, kelp, knight, leap, lizard, mammal, manuscript, Middle Ages, modern, mouse, music, novel, ocean, old, outdated, owl, pitcher, plant, pounce, predator, prey, putt, rapid, reptile, river, Roman Empire, rose, sand, school, shark, sharp, shell, slow, sluggish, spine, stream, swift, swim, talon, thorn, throw, tuna, turtle, water, wave, wing, write

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

Answer Key

Note: Other answers may be possible on pages 1–4. Accept any reasonable answer.

Finding Common Attributes (p. 1)

1. kinds of containers
2. things made of glass
3. things that are woven
4. things that are round
5. things that are rough
6. things that are white
7. kinds of gases
8. things that float
9. things that smell sweet
10. things used to attach
11. animal coverings
12. things with thorns
13. things that have branches
14. things that are microscopic
15. figures of speech

Finding the Exception (p. 2)

2. All natural fabrics except **vinyl** (manmade)
3. All related to clothing except **margin** (paper)
4. All reptiles except **shark** (fish)
5. All liquid measures except **pound** (dry)
6. Kinds of vines except **potato**
7. Birds that fly except **ostrich**
8. Two-dimensional figures except **sphere**
9. All meat-eaters except **deer** (herbivore)
10. Shades of red except **ochre** (yellow)
11. Parts of speech except **prefix** (word part)
12. Human limbs except **heart** (organ)
13. Kinds of text except **photo**
14. Car styles except **catamaran** (boat)
15. All citrus fruits except **pear**

Seeing Relationships (p. 3)

1. bird, **fly**
2. wing, **bird**
3. wing, **fly**
4. bird, **worm**
   A fish eats a fly; a bird eats a worm.

Making Word Pairs (p. 4)

1. arm/boy, ball/throw/, arm/throw
2. board/wood, board/fence, fence/wall, fence/wood
3. fish/school, boy/school, fish (or boy)/swim
4. flag/wave, ship/sea, wave/sea
5. quilt/blanket, lid/cover, quilt (or blanket)/cover

Lesson: Classifying Word Pairs (p. 5)

1. A lion is part of a pride (group of lions); a horse is part of a herd (group of horses).
2. A beetle is a kind of insect; a crab is a kind of crustacean.
3. Wool is a product of sheep; leather is a product of cattle.

Reading Analogies (p. 8)

1. Bristle is part of a brush; tooth is part of a comb.
2. Veterinarian is someone who works with animals; physician is someone who works with people.
3. Rabbit is a kind of herbivore; wolf is a kind of carnivore.
4. A crevice is a narrow opening; a crevasse is a wide opening.
5. *Inflate* and *expand* are synonyms; *deflate* and *shrink* are synonyms.

Lesson: Classifying Analogies (p. 9)

1. Antonyms: Uncle is a male relative, aunt is female; nephew is a male relative, niece is female.
2. Something used to: A pedestal is used to support a statue; a tripod is used to support a camera.

Classification Analogies—Select (p. 12)

1. a	9. a
2. b	10. c
3. a	11. b
4. a	12. a
5. c	13. b
6. b	14. b
7. c	15. c
8. c	

Comparative Analogies—Select (p. 14)

1. a	9. b

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

2. b
3. c
4. a
5. b
6. a
7. c
8. a
10. a
11. b
12. c
13. b
14. a
15. a

Classifying Analogies (p. 15)

2. **c.** Music is produced by a piano; a photo is produced by a camera.
3. **a.** A skeleton is part of a body. A framework is part of a house. Both provide support.
4. **b.** Medium is bigger than small. Average is bigger than petite.
5. **d.** Fresh is the opposite of stale. Crisp is the opposite of wilted.
6. **c.** Cola comes from a nut. Chocolate comes from a bean.
7. **a.** A tributary is a branch of a river. A capillary is a branch of an artery.

Classifying Analogies (p. 16)

1. b
2. c
3. b
4. d
5. a
6. d
7. a
8. d
9. b
10. a
11. d
12. c
13. b
14. a

Classifying Analogies (p. 17)

1. c
2. d
3. b
4. d
5. c
6. a
7. a
8. b
9. c
10. d
11. a
12. b
13. a
14. d

Descriptive Analogies—Select (p. 20)

1. c
2. b
3. a
4. c
5. b
6. b
7. a
8. b
9. a
10. c
11. a
12. b
13. c
14. a
15. c

Descriptive Analogies—Select (p. 21)

1. c
2. c
3. b
4. a
5. a
6. b
7. c
8. a
9. c
10. a
11. b
12. b
13. c
14. b
15. a

Classifying Analogies (p. 22)

1. **b.** In a food chain, grass is a kind of producer and a rabbit is a kind of consumer.
2. **c.** A president is a leader associated with a democracy and a king is a leader associated with a monarchy.
3. **b.** Ice is the solid form of water, a liquid.
4. **d.** Counterfeit and imitation are synonyms. Genuine and real are synonyms.
5. **a.** A bridge is used to cross a river; an overpass is used to cross a freeway.
6. **a.** Mild, gentle, soft, and tender are all synonyms.
7. **b.** Oil is a kind of liquid; nitrogen is a kind of gas.

Classifying Analogies (p. 23)

1. **b.** The Stone Age came before the Bronze Age; the Dark Ages came before the Renaissance.
2. **a.** A balloon can float, and a bird can fly.
3. **d.** The ribs support the open umbrella; the spokes support the wheel.
4. **c.** Milk is usually white in color; water is usually clear.
5. **d.** An octopus uses a tentacle to hold; a plant uses a tendril to hold.
6. **a.** A lung inflates with air when the diaphragm contracts.
7. **c.** A nose is made of cartilage; a jaw is made of bone.

Classifying Analogies (p. 24)

1. a
2. d
3. b
4. d
5. c
6. a
7. d
8. b
9. c
10. a
11. b
12. a
13. c
14. c

Classifying Analogies (p. 25)

1. **d.** (Sawdust is produced when wood is cut; chaff is produced when wheat is threshed.)
2. b
3. a
4. d
5. **b.** (d is not correct. Products would be milk and eggs.)
6. c. (Both are used to dispense measured amounts.)

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

7. **c.** (Decibel and fathom are types of measurement.)
8. a
9. **c.** (An axis supports a wheel; a fulcrum supports a lever. Both are pivot points.)
10. **b.** (Both are parts that overhang.)
11. **c.** (A lighthouse guides ships; a buoy marks dangers.)
12. **b.** (Both are parts left over. Residue is leftover paint; remnant is leftover fabric.)
13. a
14. **d.** (Mustard is made from a seed; ketchup is made from a tomato.)

Classifying Analogies (p.26)

1. **c.** (The Roman goddess of love and god of war.)
2. a
3. d
4. b
5. **c.** (The lack of food and water.)
6. a
7. d
8. b
9. d
10. **c.** (Entomology is the study of insects; herpetology is the study of reptiles.)
11. b
12. a
13. d
14. a

Lesson: Completing Analogies (p. 27)

2. **a, c, d**
3. **c.** Oxygen is a product of photosynthesis.

Recognizing Correct Analogies (p. 28)

2. Synonym
3. Something used to: fan is to cool
4. Part of: antler is to deer
5. Association
6. Antonym: rise is to fall

Complete the Analogy—Select (p. 29)

2. **puddle.** A lake is a deep body of water; a puddle is a shallow body of water.
3. **books.** A wallet is used to carry money; a backpack is used to carry books.
4. **canyon.** A bank is the side part of a river; a wall is the side part of a canyon.
5. **claw.** A feeler is an antenna; a talon is a claw.

Complete the Analogy—Select (p. 30)

1. chicken (part of)
2. river (synonym)
3. pedal (object-action)
4. bacteria (product of)
5. vertical (antonym)
6. judiciary (someone who)
7. poverty (association)

Complete the Analogy—Select (p. 31)

1. groom (object-action)
2. digest (used to)
3. ship (part of)
4. leaf (association)
5. mile (sequence)
6. sculpture (kind of)
7. freeze (object-action)

Complete the Analogy—Select (p. 32)

1. open (antonym)
2. spicy (antonym)
3. cluster (part of)
4. plant (someone who)
5. hockey (association)
6. umbrella (characteristic)
7. huge (sequence)

Complete the Analogy—Select (p. 33)

1. wood (someone who)
2. black (sequence)
3. satire (synonym)
4. habitat (kind of)
5. human (part of)
6. lubricant (kind of)
7. eye (part of)

Complete the Analogy Pair (p. 34)

1. d (sequence)
2. b (object-action)
3. c (part of)
4. a (association)
5. c (association)
6. d (product of)
7. d (kind of)

Complete the Analogy Pair (p. 35)

1. c (kind of gem)
2. c (synonym)
3. b (part of)
4. d (used to)
5. a (antonym)
6. b (part of group)
7. b (used to organize)

Complete the Analogy Pair (p. 36)

1. d (sequence)
2. b (kind of)
3. c (part of)

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

4. a (object-action)
5. b (association—loss of)
6. c (someone who)
7. b (association)

Complete the Analogy Pair (p. 37)

1. b (product of)
2. d (part of—boundary)
3. c (used to—figures of speech)
4. c (association)
5. a (kind of)
6. d (used to)
7. b (part of—both towers)

Complete the Analogy Pair (p. 38)

1. b (used to)
2. b (association)
3. c (used to)
4. b (synonym)
5. d (sequence)
6. a (part of)
7. b (association)

Complete the Analogy Pair (p. 39)

1. d (part of)
2. b (association)
3. d (product of)
4. b (characteristic)
5. a (someone who)
6. d (used to)
7. c (used to)

Lesson: Writing Analogies (p. 40)

1. rabbi, synagogue
2. noun, sentence (or sentence, paragraph)
3. wheelchair, invalid

Complete the Analogy—Select (p. 41)

1. **stream, river** (Synonyms)
2. **seamstress, pattern** A builder follows a blueprint; a seamstress follows a pattern.
3. **raisin, grape** A prune is a dried plum; a raisin is a dried grape.
4. **fraction, part** An integer is a whole number; a fraction is part of a number.
5. **elevator, vertical** An escalator is at an incline; an elevator lift is vertical.
6. **broker, stocks** A banker works with money; a broker with stocks.

Complete the Analogy—Select (p. 42)

1. **flexible, rubber** Steel is rigid; rubber is flexible.
2. **butter, cow** Lard comes from a hog; butter comes from a cow.
3. **granary, grain** A reservoir is used to store water; a granary is used to store grain.
4. **framework, house** A skeleton supports the body; a framework supports the house.
5. **downpour, rain** A gale is a very strong wind; a downpour is a very strong rain.
6. **architect, designer** A pioneer is a kind of explorer; an architect is a kind of designer.

Complete the Analogy—Supply (p. 43)

1. **soft, loud** A whisper is soft; a scream is loud.
2. **peace, war** Antonyms
3. **woods, forest** Synonyms
4. **veneer, furniture** A glaze is a thin coating on the outside of pottery; veneer is a thin layer on the outside of furniture.
5. **frequency, sound** Velocity is a measurement of speed; frequency is a measurement of sound.
6. **foal, mare** A fawn comes from a doe; a foal comes from a mare.

Complete the Analogy—Supply (p. 44)

1. **crater, plateau** A crater is concave in shape; a plateau is flat.
2. **tenement, city** A house is associated with a suburb; a tenement is associated with a city.
3. **foreword, book** A greeting is the opening of a letter; a foreword is the beginning of a book.
4. **heart, human** An engine powers a machine; the heart powers the human body.
5. **kennel, dog** A corral is used to hold cattle; a kennel is used to hold a dog.
6. **landlord, tenant** A realtor works with a buyer; a landlord works with a tenant.

Complete the Analogy—Supply (p. 45)

The following answers are possible. Accept any reasonable answer that fits the criteria given on page 40.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

1. pouch/kangaroo; shell/turtle (part of)
2. leather/cow, silk/worm, honey/bee (product of)
3. panda/China; elephant/India (association)
4. leap/jump; fall/tumble (synonyms)
5. class/school; school/district (part of group)
6. dye/color; soap/clean (something used to)

Complete the Analogy—Supply (p. 46)

1. seamstress/clothes; milliner/hats (someone who)
2. slow/turtle; large/elephant (characteristic)
3. polish/shine; mop/wipe (synonyms)
4. sponge/wipe; cloth/dust (something used to)
5. blazer/jacket; parka/coat (kind of)
6. biology/science (kind of)

Make the Analogy (p. 47)

1. Kind of
   clove/spice AS pepper (mustard)/condiment
2. Part of
   cubicle/office AS library/school
   professor (or teacher)/faculty AS student (pupil)/class
3. Synonym
   teacher/professor AS student/pupil
   sour/acidic AS tart/tangy
4. Someone Who
   professor (teacher)/instruct AS student (pupil)/learn
   professor(teacher)/school AS clerk/office

Make the Analogy (p. 48)

Antonyms
   tall/short AS big /small
Object-Action
   hand/lift (clutch) AS foot/kick
Part of
   toe/foot AS finger/hand
   toe/boot (shoe) AS finger/glove (mitten)
   button/coat (slicker) AS lace/shoe (boot)
Sequence
   pint/quart AS ounce/pound OR inch/foot
Something used to:
   shoe/glove OR boot/mitten AS foot/hand
   glove (mitten)/hand AS (boot) shoe/foot
   ounce (pound)/weight AS pint (gallon)/volume
   coat/warm AS slicker/dry
Synonyms:
   tall/big AS short/small OR lift/raise
   glove/mitten AS boot/shoe

Make the Analogy (p. 49)

Antonyms
   hot (warm)/cold (chilly) AS dry/wet
   cold/affectionate AS warm/unfeeling
Synonyms
   warm/hot AS cold/chilly
   friendly (warm)/affectionate AS cold/unfeeling
   arid/dry AS wet/humid
Characteristic
   dry (arid)/desert AS cold/Arctic
   sand/desert AS ice/Arctic
   ice/glacier AS sand/dune
   melt/ice (snow) AS freeze/water OR boil/water
   hot/tropic AS cold/Arctic
Part of
   sand/desert AS snow/Arctic OR glacier/Arctic AS dune/desert
   tree (maple)/orchard AS flower (iris)/garden
Kind of
   iris/flower AS maple/tree

CARD GAMES

Possible answers using the suggested word cards.

CLASSIFICATION RUMMY

Antonyms
   sharp/dull
   modern/old (ancient)
   current/outdated
   rapid/slow
   sluggish/swift
Association
   cactus (dune)/desert
   kelp (wave)/ocean
   gladiator/Roman Empire
   knight/Middle Ages
Characteristic of
   sharp/claw(talon)
   sharp/thorn (spine)
   fragrant/rose (flower)
   old (ancient)/fossil
   water/wave
   sand/dune
Kind of
   cougar/cat
   tuna (shark)/fish
   owl/bird
   lizard/reptile
   cougar (owl, shark)/

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

predator
mouse (tuna, deer)/prey
rose/flower
cactus/plant
concerto/music

Object-Action
fish (tuna)/swim
bird (owl)/fly
golfer/putt
pitcher/throw
cougar (cat)/pounce
deer/leap

Part of
spine/cactus
thorn/rose
talon/owl
claw/cougar
fin/fish (tuna)
wing/bird (owl)
current/ocean
rapid/river
sand/desert
water/ocean
fish (tuna)/school
bird/flock

Product of
amber/fossil
glass/sand
novel/author
concerto/composer

Sequence
mouse/owl (size)
deer/cougar (size)
blueprint/building
manuscript/novel

Someone Who
contractor/building (blueprint)
author/write (novel, maunscript)
archaeologist/fossil (dig)
botanist/plant
composer/concerto (music)

Something Used to
shovel/dig
glass/drink
wing/fly
fin/swim
armor/knight
shell/turtle

Synonyms
talon/claw
thorn/spine
current/modern
old/outdated (ancient)
rapid/swift
slow/sluggish

MAKE AN ANALOGY

ANTONYM
sharp/dull AS current/outdated AS modern/old(ancient)
rapid/slow AS swift/sluggish

ASSOCIATION
kelp/ocean AS cactus/desert
gladiator/Roman Empire AS knight/Middle Ages

CHARACTERISTIC
sharp/talon (claw) AS old (ancient)/fossil
sharp/thorn (spine) AS fragrant/rose (flower)
water/wave AS sand/dune

KIND OF
cougar/cat AS tuna (shark)/fish OR owl/bird OR lizard/reptile
owl/predator AS mouse/prey
cougar/predator AS deer/prey
shark/predator AS tuna/prey
rose/flower AS cactus/plant

OBJECT-ACTION
golfer/putt AS pitcher/throw
bird (owl)/fly AS fish (tuna)/swim
cougar/pounce AS deer/leap

PART OF
spine/cactus AS thorn/rose
talon/owl AS claw/cougar
fin/fish (tuna, shark) AS wing/bird (owl)
fish (tuna)/school AS bird/flock
wave/ocean AS dune/desert
sand/desert AS water/ocean (river, stream)
current/ocean AS rapid/river

PRODUCT OF
amber/fossil AS glass/sand
novel (manuscript)/author AS concerto (music)/composer

Sequence
mouse/owl AS deer/cougar (size)
blueprint/building AS manuscript/novel

SOMEONE WHO
archaeologist/fossil AS botanist/plant AS contractor/building
archaeologist/dig AS author / write
author/manuscript AS contractor/blueprint
author/novel AS composer/concerto (music)

SOMETHING USED TO
armor/knight AS shell/turtle
wing/fly AS fin/swim
shovel/dig AS glass/drink

SYNONYMS
talon/claw AS thorn/spine OR river/stream
current/modern AS old/outdated(ancient)
rapid/swift AS slow/sluggish

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

READING DETECTIVE ™ B SAMPLE ACTIVITY

On the following pages is a sample activity from our popular reading series, *Reading Detective™*. There are currently three books in the series, *Beginning Reading Detective*, grades 3–4, *Reading Detective A1*, grades 5–6, and *Reading Detective B1*, grades 7–8. The following sample is from the *B1* book.

- The *Reading Detective ™* series is based on national and state reading standards. These books, however, go beyond current reading comprehension materials by requiring 1) a higher level of analysis and 2) evidence to support answers. Students are asked to read a passage, then answer a variety of questions, supporting their answers with specific evidence from the passage. This skill, required by most state standards, is seldom addressed in the available reading materials.

- Skills covered include basic reading skills such as reading for detail and identifying the main idea, literary analysis skills such as analyzing character traits and identifying setting, and critical thinking skills such as making inferences and distinguishing between cause and effect.

- Each book includes excerpts from works of award-winning authors and original fiction in a variety of genres: mystery, fantasy, adventure, humor. Nonfiction articles cover topics that coincide with classroom curricula in science, social studies, math, and the arts.

- For further samples and information on the *Reading Detective™* series, see our web site at www.criticalthinking.com.

 © 2001 Critical Thinking Books & Software • 800-458-4849 • www.criticalthinking.com

20. Old Woman of the Oak
by Margaret Hockett

A [1]I crossed the stream, wound my way through the bushes, and came to a clearing. [2]The oak sprawled before me.

B [3]I pressed a dark knot on the pale gray trunk. [4]A rope ladder immediately snaked its way down through rustling red leaves. [5]A note had been tacked to the third rung: CAREFUL, JUDE. ROPE WET. [6]That was Old Meg, never one to waste words.

C [7]Soon, I was swinging my legs into the entrance. [8]Meg sat in her "living room" in the oak she called home. [9]She was as gnarled as the tree, but her eyes usually crackled with fire. [10]Today they were flat.

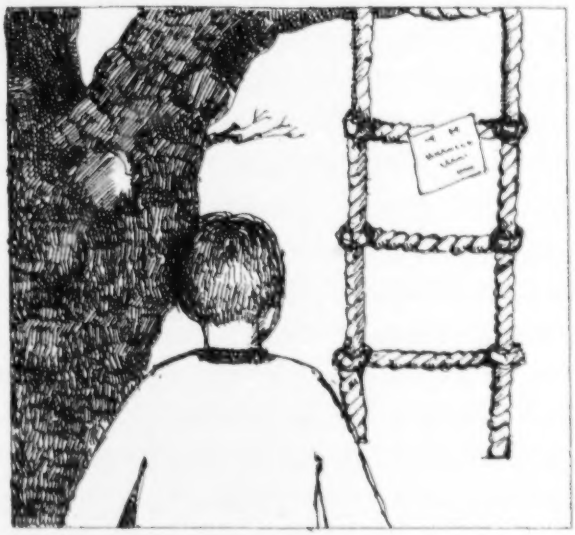
D [11]"Won't be much longer," she said. [12]"They're going to bulldoze the field for the new road."

E [13]"No way!" I said in disbelief. [14]"We'll stop them—" [15]She held up her hand.

F [16]"But where will you go...?" I started.

G [17]She was moving her rocker back, baack, baaack—until it was on the edge of the runner and you thought she was going all the way over!—and then forward. [18]She'd do that when she was making up her mind.

H [19]"Been here 'bout long enough. [20]Seen the sun set nine thousand times, and ain't



none of them been the same as the one before." [21]I followed her gaze past dewy leaves, a patch of meadow, and jutting rocks of the coast. [22]An inky line was forming a boundary between sea and sky. [23]Suddenly, it spread, as if an artist were washing the scene with a dark tint. [24]My mood darkened with it as Meg's meaning came home to me.

I [25]"I'm leaving you my Oak Log," she announced. [26]Her precious journal! [27]Meg thought the road project was a sign that her time had come, that her life was over! [28]I couldn't accept that.

J [29]As I walked back to town, I ignored the slapping branches, the wet stream, and the cold night. [30]I was making a plan.

© 2001 Critical Thinking Books & Software • www.criticalthinking.com • 800-458-4849

SAMPLE QUESTIONS

2. Paragraph B suggests that Meg's speech is

   A. brief.
   B. lengthy.
   C. mean.
   D. descriptive.

   Give the number of the sentence that best supports your answer. ____

3. In sentence 9, the word "gnarled" most likely means

   A. hard.
   B. twisted.
   C. tall.
   D. awesome.

4. Why did Jude need to be careful in climbing to Meg's home?

   _____

6. Jude is most likely to make a plan to

   A. force Meg to move.
   B. move in with Meg.
   C. get the Oak Log.
   D. stop the bulldozing.

   List the numbers of the 2 sentences that best support your answer. ____, ____

10. In sentence 24, what does Jude infer from Meg's comments?

    _____

    _____

    _____

    Give the number of the sentence that confirms Jude's inference. ____

SAMPLE ANSWERS

2. **Paragraph B suggests that Meg's speech is (character trait)**

   A. brief.
   B. lengthy.
   C. mean.
   D. descriptive.

   1 best evidence sentence: **6**

3. In sentence 9, "gnarled" most likely means (vocabulary)

   A. hard.
   B. twisted.
   C. tall.
   D. awesome.

   Since "gnarled" is contrasted with the liveliness of her eyes, the author probably wants to show that Meg's body is aged, as a tree with knots and twisted branches.

4. Why did Jude need to be careful in climbing to Meg's home? (detail)

   The rope was wet.

6. Jude is most likely to make a plan to (predict outcome)

   A. force Meg to move.
   B. move in with Meg.
   C. get the Oak Log.
   D. stop the bulldozing.

   2 best evidence sentences: 13, 14

   Choice D is supported by sentences 13 and 14, which show that Jude has strong feelings against the bulldozing. B is unlikely because there is no evidence that moving in with Meg would help. Since Meg is already going to give Jude the Oak Log, C is incorrect. A is a possibility but is unsupported.

10. In sentence 24, what does Jude infer from Meg's comments? (inference)

    He probably infers that Meg thinks her time has come to leave or die or both.

    1 best evidence sentence: **27**

© 2001 Critical Thinking Books & Software • 800-458-4849 • www.criticalthinking.com

Building Thinking Skills®

The #1 selling thinking skills program in the world helps students develop the analytical skills they'll need to improve academic performance, to score higher on standardized tests and college entrance exams, and to qualify for higher-paying jobs in the future.

- Each level in this series has a wide variety of highly effective figural and verbal activities (analogies, sequences, classifications, describing shapes and things, similarities, and differences) not found in other activity books.
- Beginning, grades K–2 ability; Level 1, grades 2–4 ability; Level 2, grades 4–7 ability; Level 3, grade 7–adult ability. 140–357 activities per product. For more information call 800-458-4849.

Reading Detective™

Using Higher-Order Thinking to Improve Reading Comprehension

Available in Books or Software!

Reading Detective uses higher-order thinking and standards-based content to teach students superior reading comprehension skills and help them excel on assessment tests. The activities include reading for inference, generalization, relevance, figurative language, and more.

- Students read and analyze excerpts from award-winning literature, original fiction, and nonfiction topics, answer questions about what they've read, and provide evidence to support their answers.
- Beginning, grades 3–4 ability; A1, grades 5–6 ability; B1, grades 7–8 ability. 50 activities per book. For more information call 800-458-4849.

Critical Thinking Books & Software

...for Better Academic Performance!

K–Adult

Language Arts

Mathematics

Science

Social Studies

General Thinking Skills

Over 175 Titles
Special Needs to Gifted

Mind Benders®

Deductive Thinking Skills

Available in Books or Software!

These fun, challenging activities are great for sharpening the deductive reasoning, reading, and information processing skills students need in all academic areas, on standardized tests, and for real-life problem solving!

- *Mind Benders* encourage students to comprehend and organize sets of clues, deduce logical conclusions, match up attributes, and apply the information to a matrix in order to solve the puzzle.
- Warm Up, grades K–2 ability. 78 activities. A-level, grade 2–adult ability; B-level, grade 6–adult ability; C-level, grade 8–adult ability. 14 activities per book. For more information call 800-458-4849.

Critical Thinking Activities to Improve Writing Skills

- *Descriptive Mysteries*–students write a detailed description of an object. Other students then use only the written description to find that object on a page of similar objects. Grades 4–7 ability. 56 activities.
- *Where-Abouts*–students write directions which other students follow to navigate through maps with hidden obstacles. Grades 4–7 ability. 46 activities.
- *Whatcha-Macallits*–students describe the characteristics of a set of objects without naming the objects. Other students must deduce the identity of the set from the written description only. Grade 7–adult ability. 59 activities.
- *Arguments*–students analyze short, complex problems then write solutions to each dilemma. Grade 7–adult ability. 16 activities. For more information call 800-458-4849.

Editor in Chief®

Grammar Disasters & Punctuation Faux Pas

Available in Books or Software!

Sharpen students' language mechanics and thinking skills at the same time! These illustrated, high-interest stories will have students working like real editors.

- In each activity, students analyze a story, picture, and caption for grammar, punctuation, vocabulary, spelling, usage, capitalization, and content errors. Then they identify and correct the errors, building new skills with every activity.
- A-level, grades 4–6 ability; B-level, grades 6–8 ability; C-level, grade 8–adult ability. 33 activities per book. For more information call 800-458-4849.

Analogies

ThinkAnalogy™ Puzzlee Software
Think Analogies Books

Available in Books or Software!

Help students develop razor sharp analogy, vocabulary, and analysis skills with these effective book and software activities that improve their reading, academic, and test performance in all subjects.

- The books focus on analogy instruction and practice. The software provides extended exercises in analogies and analogy classifications for greater mastery of the skills.
- A1, grades 3–5 ability; B1, grades 6–8 ability; C1 (software only), grades 9–adult ability. Each book contains over 200 analogy problems; each level of software contains 300 analogies. For more information call 800-458-4849.

ISBN 0-89455-292-0

9 780894 557927

These are just a few of the products available from Critical Thinking Books & Software—the leading publisher of critical thinking activities in language arts, math, science, and social studies. For a free catalog or more information, call 800-458-4849. Or visit us at www.criticalthinking.com for our on-line catalog, product information, sample activities, and free software demos!

BEST COPY AVAILABLE

Printed in the United States of America
1 2 3 4 5 6 7 8 9 10 — 06 05 04 03 02 01

MP 89.06

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").